Move On When Reading
K-3 Literacy Plan Guidance
LEA Level

Screenshots Included

ARIZONA DEPATMENT OF EDUCATION
High Academic Standards for Students
State Board of Education
State Board Approved July 2012
Updated for 2015-2016

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MOWR SCHOOL LEVEL LITERACY PLAN GUIDANCE DOCUMENT

LEA LEVEL PLAN

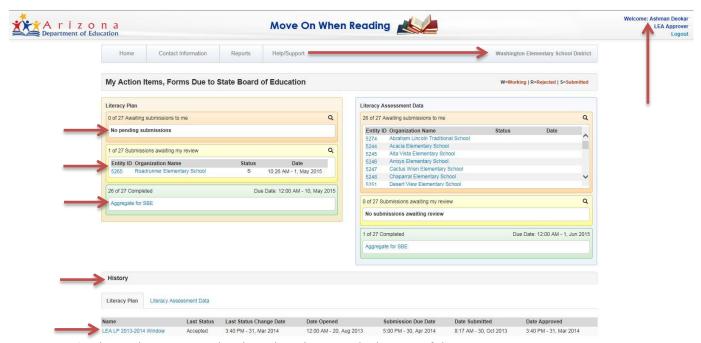## *(Guidance for District/Charter Holder Plan)*

This document is designed to support and guide you as you compile the information on the **K-3 LEA Literacy Plan Template** which will be submitted electronically to your LEA or Charter Holder. It is important that the information is accurate and complete and that it reflects your current school literacy plan for Kindergarten through third grade.

Steps for ADE Connect and MOWR Home Page

First, login to ADE Connect > to open your LEA plan click on Move On When Reading under your LEA name.

- Once you open your LEA's window, your screen should look like the picture below.
- Your LEA Name should be in the first gray section on the right.
- Your name as school approver will be in the upper right hand corner of your screen.
- To start reviewing plans, look for "Literacy Plan" box on the left side of the page.
  - The 1st (orange) box shows the schools in your LEA that have not submitted their plan to the LEA.
  - The 2nd (yellow) box shows the schools that have submitted and their plan is waiting for you to review.
  - The 3rd (green) box shows is where you will aggregate (combine) all schools into one, district plan
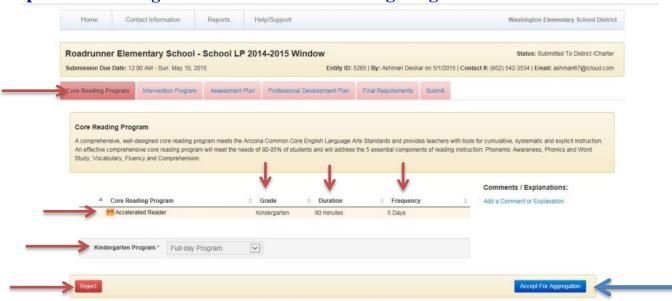

- Last year's plan and assessment data is under History at the bottom of the screen.
- Using this screen as an example, in the 1st (orange) box all schools have submitted their plans.
- In the 2nd box (yellow) box, you have one school left to review.
- To review this plan, click on the school name inside the yellow box.

K-3 Core Reading Program(s) (Tier I) for the 2015-2016 school year

A comprehensive, well-designed core reading program meets Arizona's English Language Arts Standards and provides teachers with tools for systematic and explicit instruction that is cumulative. An effective comprehensive core reading program will meet the needs of 80-85% of students. It addresses the 5 essential components of reading instruction: Phonemic Awareness, Phonics and Word Study, Vocabulary, Fluency and Comprehension.

Steps for Reviewing a School's K-3 Core Reading Program Information

To **begin reviewing** the school's plan, look at the **Core Reading Program.**

- Each school should have at least **one scientifically research based core reading program**, the duration of instruction, and the frequency of instruction **per grade level**.
- If they don't, you will need to reject the Core Reading Program part of the plan.
- If they do, check to see if they have entered their information about kindergarten at their school.
- If they have met the criteria above, you need to select the blue **Accept for Aggregation** Tab.
    - o The Core Reading Program Tab should turn green once it's accepted for aggregation.
    - o If you reject this part of the plan, the Core Reading Program Tab will remain red.
    - o You can add comments in the area provided on the right to explain why you rejected that part of the plan.

*Note: *You will find a resource for evaluating/reviewing comprehensive core programs at the end of this document.* A glossary of terms including Phonemic Awareness, Phonics, Fluency, Vocabulary and Comprehension can be found at the following link:

   ***Instructional Time for Core Reading Block (Tier I) -** 90 minutes is the recommended time for the Tier I core reading block. SEI Classrooms should follow the 4-hour ELD model.*
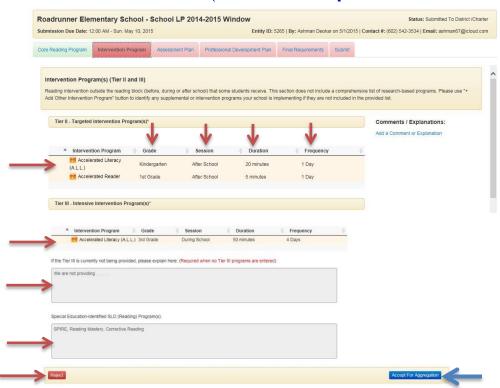
Reading Intervention Programs (Tiers II and III)

Effective Intervention Programs have been proven successful through published, reliable research. Programs for intervention address specific components of reading and are designed to close the gap and remediate reading difficulties. Intervention programs that are Supplemental, address one or several reading components, while Intensive Interventions address and weave *all* reading components together. It is important to be aware of the purpose and design of each intervention program in order to appropriately match the program to the individual student need.

- **Reading Intervention Programs (Tiers II and III)** - *Reading intervention is instruction outside the reading block (before, during, or after school) that **some** students receive.*
- *Tier II: Recommended Frequency is 4 days a week. (number of days per week). Recommended Duration is 30 minutes per session*
- *Tier III: Recommended Frequency is 5 days a week. (number of days per week). Recommended Duration is 60 minutes per session*

STEPS for TIER II & III (follow these steps for both Tier II and Tier III)

Look at the **Intervention Program tab.**

1. Each school should have at least **one intervention program**, the duration of instruction, and the frequency of instruction **per grade level**.
2. If they don't meet the above criteria, you will need to reject the Intervention Program part of the plan.
3. If a school in **NOT providing Tier III**, they **MUST** explain in the box provided.
4. They **MUST also enter their Special Education-Identified SLD** (Reading) program(s).
5. If they **have met the criteria** above, you need to **select the blue Accept for Aggregation** Tab.
   - The Intervention Program Tab should turn green once it's accepted for aggregation.
   - If you reject this part of the plan, the Core Reading Program Tab will remain red.
   - You can add comments in the area provided on the right to explain why you rejected that part of the plan.
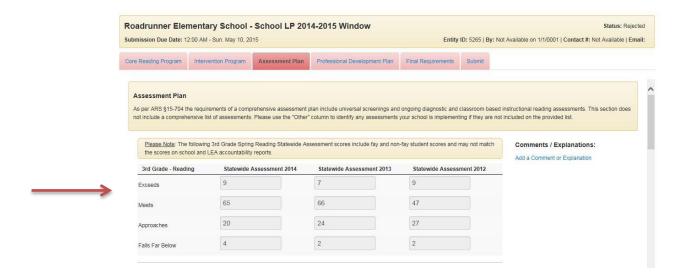
K-3 Assessment Plan:

As per ARS §15-704, the required comprehensive assessment components include Universal Screening, Diagnostic Assessment, Progress Monitoring Tools and an Outcome Assessment. This system identifies students at risk of reading difficulty at the beginning of the school year or upon entry in school, determines specific skill areas to be addressed in intervention and provides progress monitoring information for student and program decisions.

Out Come Assessment: **You do not need to enter your Statewide Assessment data.** Your data will be **automatically populated** for you.   *Note: If this number is different than your records show, the reason may be due to the fact that we include FAY and NON-FAY students in our numbers. (FAY = Full Academic Year)*

Data in this field reflects the percentage of third grade students scoring at each level (Exceeds, Meets, Approaches & Falls Far Below) on the Statewide Assessment. *SPECIAL NOTE: The descriptors: Exceeds, Meets, Approaches and Falls Far Below, will change when AzMERIT standard setting decisions are made. Look for these four descriptors to be different beginning in 2015-2016.*

Roadrunner Elementary School - School LP 2014-2015 Window · Status: Rejected

Submission Due Date: 12:00 AM - Sun. May 10, 2015   Entity ID: 5265 | By: Not Available on 1/1/0001 | Contact #: Not Available | Email:

| Core Reading Program | Intervention Program | Assessment Plan | Professional Development Plan | Final Requirements | Submit |

Assessment Plan

As per ARS §15-704 the requirements of a comprehensive assessment plan include universal screenings and ongoing diagnostic and classroom based instructional reading assessments. This section does not include a comprehensive list of assessments. Please use the "Other" column to identify any assessments your school is implementing if they are not included on the provided list.

Please Note: The following 3rd Grade Spring Reading Statewide Assessment scores include fay and non-fay student scores and may not match the scores on school and LEA accountability reports.

Comments / Explanations:
Add a Comment or Explanation

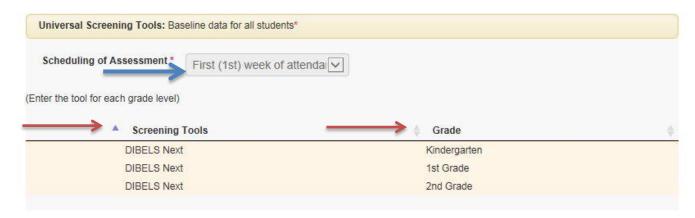| 3rd Grade - Reading	Statewide Assessment 2014	Statewide Assessment 2013	Statewide Assessment 2012
Exceeds	9	7	9
Meets	65	66	47
Approaches	20	24	27
Falls Far Below	4	2	2

Steps to Enter Universal Screening Assessments:

Universal Screening Tools are administered to <u>all students</u> and provide baseline data for sorting those who meet benchmark (grade level) and those who do not meet benchmark *(at-risk).*
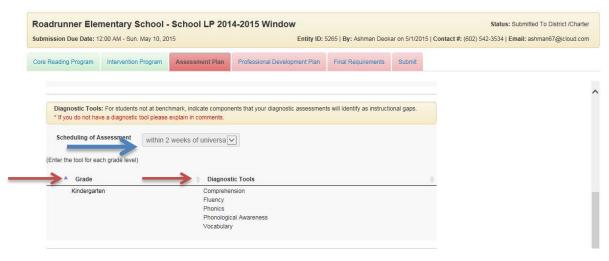
- Make sure each school has selected a Frequency
- Each school must have an assessment program indicated for each grade level
  - o If they don't have these tools for each grade level – When you get to the bottom of the page you need to reject the assessment plan
- Go to Diagnostic assessment tools

Steps for Reviewing Scheduling and Diagnostic Tools:

Diagnostic Tools are used for students who are not at benchmark and for whom additional information is necessary for targeted instruction.

- Make sure each school has selected a Frequency
- Each school must have identified what diagnostic tools they are using and indicate that for each grade level
  - o If they don't have these tools for each grade level – When you get to the bottom of the page you need to reject the assessment plan
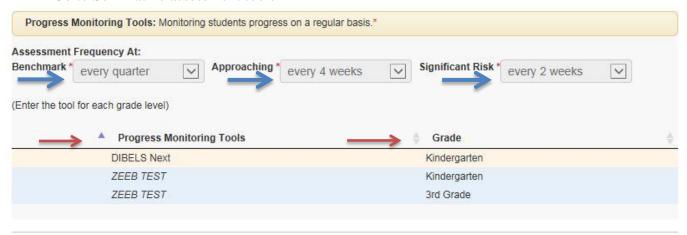- Go to Intervention assessment tools

Steps for Reviewing Frequency and Progress Monitoring Tools:

Progress Monitoring Tools provide information to help determine effectiveness of instruction, student progress and plans for intervention. Schools should've indicated *when* students in each category are monitored: At Benchmark, At Approaching (Targeted) and At Significant Risk (Intensive).

Progress Monitoring Tools:

- Make sure each school has selected a Frequency for each category
- Each school must have identified what Progress Monitoring tools they are using and indicate that for each grade level
    - If they don't have these tools for each grade level – When you get to the bottom of the page you need to reject the assessment plan
- Go to Summative assessment tools

Steps for Reviewing Summative Assessment Tools:

Summative Assessments measure a student's overall performance at the end of each grade level and the effectiveness of core reading instruction. Schools should've indicated for each grade level the summative assessment tool used at the end of the year. *NOTE: for 3RD GRADE the Summative should be AzMerit. (the system may do 3rd gr for you)*

Summative Tools:

- Each school must have identified what Summative assessment tools they are using and indicate that for each grade level *(3rd grade may be done for them)*
  - If they don't have these tools for each grade level – When you get to the bottom of the page you need to reject the assessment plan
- Go to bottom of page, assessment tools and Reject or Accept for Aggregation.
  - If you accept for Aggregation, the Assessment Plan Tab will turn green if all information is completed correctly.

Summative Assessment Tools: End of year outcomes.*

(Enter the tool for each grade level)

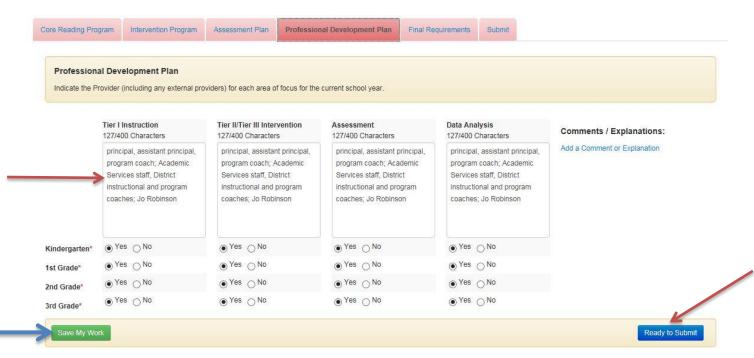| Summative Assessment Tools	Grade
DIBELS Next	Kindergarten
ZEEB TEST	Kindergarten
ZEEB TEST	1st Grade
ZEEB TEST	2nd Grade
AzMERIT	3rd Grade

Steps for Reviewing Professional Development Plan:

A professional development plan is aligned with data and addresses the needs for instructional improvement. The Literacy Leadership team is involved in the planning of professional development.
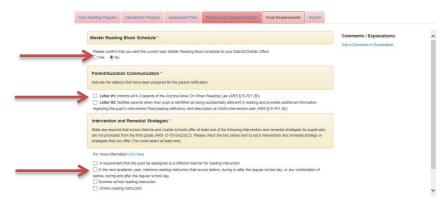
Please indicate the providers for the area(s) of focus for your 2015-2016 professional development plans in each box. Check Yes or No for each grade level for which it will be an area of focus.

- Each school **MUST enter Text** in **Each Box** for each of the 4 categories explaining their Professional Development for this school year
  - o Tier I Instruction
  - o Tier II/III Intervention
  - o Assessment
  - o Data Analysis
- Schools MUST also answer bubble in yes/no for each of the 4 categories and grade levels
  - o Tier I Instruction
  - o Tier II/III Intervention
  - o Assessment
  - o Data Analysis
- Go to bottom of page, assessment tools and Reject or Accept for Aggregation.
  - o If you accept for Aggregation, the Assessment Plan Tab will turn green if all information is completed correctly.

Steps for Reviewing the Final Requirements:

MASTER READING BLOCK SCHEDULE:

Your schools *must SEND their reading block Schedule* to *the DISTRICT OFFICE* . This is an *individual school-created schedule* and needs to be *sent to your district office for documentation purposes*. They *do NOT submit their schedule on ADE Connect* with your literacy plan. Schools need to indicate, by clicking yes, on the final requirements tab that they have sent it to the district office.

Their master reading schedule must include their *school name* and the *school principal's name*. They need to make sure to include each grade level and SEI block and minutes of instruction on their master reading schedule that address the reading standards.

- **If they have turned in their schedule then go to the Parent/Guardian Communications**
- **If they haven't turned in their schedule to you, then reject the plan when you get to the bottom of the page.**

PARENT/GUARDIAN Communication:

Communication with parent/guardian is essential and includes steps for their involvement at home.

- **Schools need to indicate (by checking the box)** that they have sent (or plan to send) each of the letter(s) that the LEA/school has prepared for the parent notification per ARS § 15-701 (B).
- **You can add comments for the school on the right hand side of the page.**

INTERVENTION and REMEDIAL STRATEGIES:

Each **school needs to indicate which intervention** their school will be providing to students who FFB on the AzMERIT assessment, by clicking the box next to the intervention they will be using.
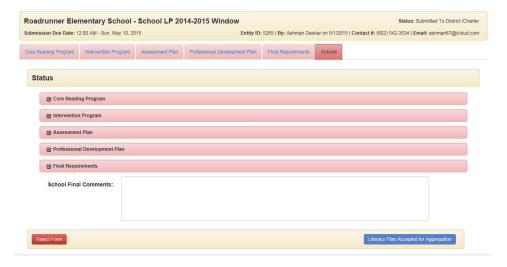
 (Note: Scores will not be available until Fall 2015, so please anticipate which intervention strategy you think you will use)

- **The four** intervention/remedial strategies you will used for struggling readers:
    - Assigning student to different teacher
    - Providing intensive reading instruction either during the day or before/after school
    - Providing summer school instruction
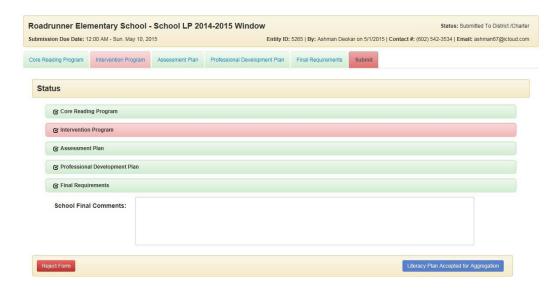   - Providing online reading instruction

Steps for Completing Submit Tab:

In order to submit your plan to the State Board, all tabs and bars must be green. The picture below shows you that you still need to make corrections or enter more information on each tab.

The picture below indicates that you need to review the Intervention Program Tab again.

- If something is missing reject the plan. (It will go back to the school for needed corrections)
- If all info is there, click Accept for Aggregation on the Intervention Program Tab.
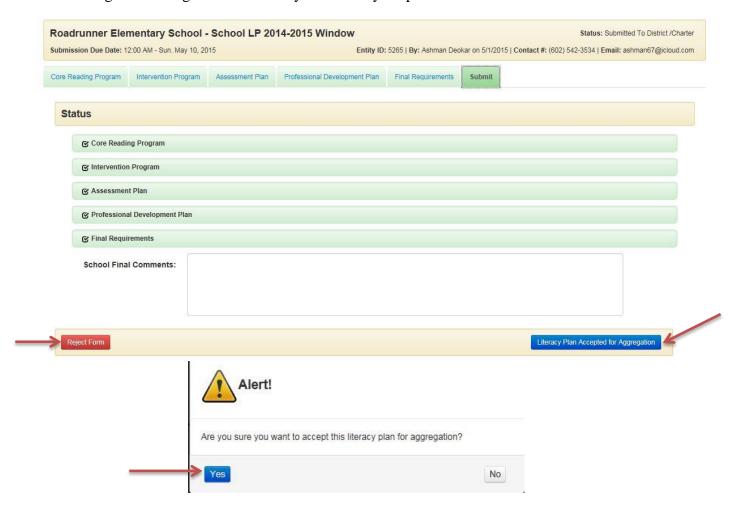- All tabs should be green now.

Steps for Reviewing the Submit Tab (continued):

The picture below shows that all tabs have been completed correctly and are ready to submit.
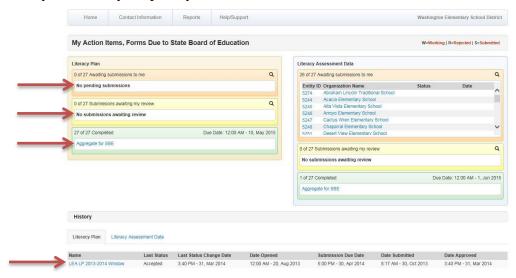
- **Click Literacy Plan Accepted for Aggregation** when all information is entered correctly.
- **An Alert! Message** will pop-up, click yes if you're sure you want to submit. Click no if you need to change something and it will take you back to your plan.

After You Review ALL School' Plans:

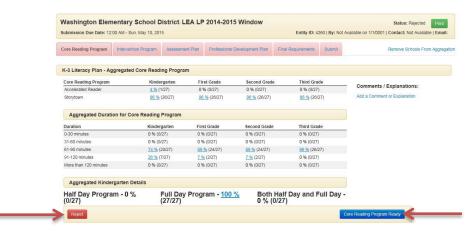Once you submit your plan, your screen should look like the one below:

The screen shows that all your schools have been submitted and approved. The only thing left to do is "Aggregate for SBE."

Send District/Charter Holder Plan to SBE – SEE PICTURE ABOVE!

- Click on the blue "**Aggregate for SBE**" (in the green box)

NEXT: The following page will come up:

- If all information is correct, click "**Core Reading Program Ready**"

- Do that for each Tab: **Intervention, Assessment, Professional Development and Final Requirements.**

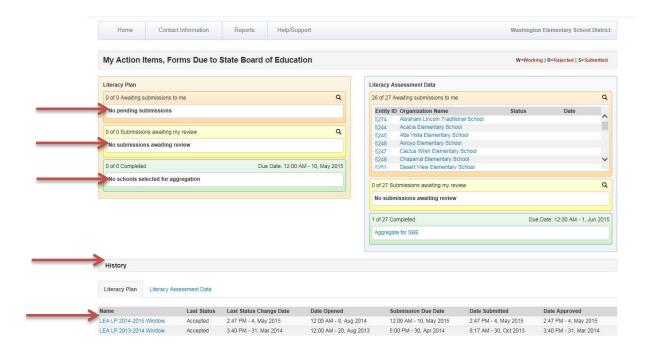## Send District/Charter Holder Plan to SBE (Continued)

- **Once all bars are green**, add your phone number in case we need to contact you regarding your plan.
- Add any comments in the box provided if needed.
- If you'd like a hard copy of your plan: find the **Print Tab** in the top right hand corner of the page and click **Print**
  - o **You will see the aggregated (combined information) for all your schools.** *NOTE: districts with a lot of schools YOU MAY HAVE LOTS AND LOTS OF pages. (One way to save your information to your desktop is to "select all" and copy. Then paste in word. Otherwise your plan will still be available to you under history.)*
- When printed and checked, complete the final step: Click **Send to State Board.**
- An Alert will come up to ask you if you're sure you want to submit. You will NOT be able to edit after you click yes.

Send District/Charter Holder Plan to SBE (Continued

Your screen will look like the following if you submitted your district/charter holder plan correctly. Notice you have no pending submissions, no submissions awaiting review and no schools selected for aggregation. Your submission was successful!! Great Job☺

If you would like to view your plan, look under <u>history</u>:

- **Click** on the correct school year.
- Your plan will open – you **will not** be able to make changes on this screen, you can only view.
- If you want to **print**, go to each tab, go to file, print. *Note: You will need to print each tab individually.*
- If you find you need to **make changes** after you have submitted your district/charter, **contact the State Board, so t**hey can **reject your plan**, so you can make changes.
- If you have any further questions, please feel free to Contact ADE tech support at 602-542-7378

CORE READING PROGRAMS

Please note: This list is not intended to be an exclusive list but designed to assist LEA's and schools in identifying the Core Reading Program that is being used for their K-3 reading program. The list does not constitute an endorsement or approval of any particular program. The list is meant to be just one source of information that may help LEA's or school personnel in filling out the K-3 Literacy Plan.

Harcourt, ***Trophies*** 2003

Houghton Mifflin, ***The Nation's Choice*** 2003

Houghton Mifflin, ***Houghton Mifflin Reading*** 2007, 2009

Houghton Mifflin/Harcourt, ***Storytown*** 2007, 2009

Houghton Mifflin/Harcourt, ***Rigby Literacy 2000, 2011***

Houghton Mifflin/Harcourt, ***Literacy by Design*** 2011

MacMillan/McGraw-Hill, *MacMillan **McGraw-Hill Reading*** 2003

Macmillan/McGraw-Hill, ***Treasures*** 2007, 2009, 2011

Mondo, ***Bookshop***

Scott Foresman, ***Scott Foresman Reading 2000, 2002,*** 2004

Pearson, Scott Foresman ***Reading Street*** 2008, 2011

SRA, ***Open Court*** 2000, 2002, 2005

SRA/McGraw-Hill, ***Imagine It!*** 2008

SRA/McGraw-Hill, ***Reading Mastery Plus*** 2002

SRA/McGraw-Hill, ***Reading Mastery Signature*** 2008

Success For All Foundation, ***Success For All*** 2003, 2005

Voyager, ***Universal Literacy*** 2003

SUPPLEMENTAL AND INTERVENTION PROGRAMS

Please note: This list is not intended to be an exclusive list but designed to assist LEA's and schools in identifying the Supplemental and Intervention Reading Program(s) that are being used for their Tier II (targeted) or Tier III (intensive) intervention programs. **The list does not constitute an endorsement or approval of any particular program.** The list is meant to be a source of information that may assist LEA's or school personnel in completing the K-3 Literacy Plan.

Section: Reading Intervention Programs for Tier II and Tier III

1. Accelerated Reader
2. Accelerated Literacy Learning (A.L.L.)
3. Barton Reading & Spelling System
4. Building Vocabulary Skills
5. Comprehension Plus
6. Corrective Reading
7. DaisyQuest
8. Early Intervention in Reading
9. Early Success
10. Earobics
11. Edmark Reading Program
12. Elements of Reading, Comprehension
13. Elements of Reading, Fluency
14. Elements of Reading, Phonics and Phonemic Awareness
15. Elements of Reading, Vocabulary
16. First Grade Peer-Assisted Literacy Strategies
17. Failure Free Reading
18. Fast Forword Language
19. Fundations
20. Great Leaps
21. Harcourt Trophies First Grade Intervention Kit
22. Headsprout Early Reading
23. Horizons
24. iStation
25. Kaleidoscope
26. KidBiz3000
27. Kindergarten Peer-Assisted Literacy Strategies (K-PALS)
28. Ladders to Literacy
29. Language!
30. Language First!
31. Language for Thinking
32. LeapTrack Assessment & Instruction System
33. Lexia Reading
34. LiPS
35. PALS
36. Peer-Assisted Learning Strategies

37. Phonics for Reading
38. Phono-Graphix
39. PLATO Early Reading Program
40. PLATO FOCUS and Reading Language Program
41. Project Read
42. QuickReads
43. Questioning the Author
44. RAVE-O
45. Read Well
46. Read, Write & Type
47. Reading Recovery
48. Road to the Code
49. Saxon Phonics and Spelling
50. Scott Foresman Early Reading Intervention
51. Seeing Stars
52. Sing, Spell, Read and Write
53. Six Minute Solution
54. Smart Tutor: Reading
55. Smart Way Reading and Spelling
56. Soar to Success
57. Sound Partners
58. Spalding Writing Road to Reading
59. SpellRead
60. S.P.I.R.E. and Sounds Sensible
61. SRA Early Interventions in Reading
62. Start Making a Reader Today (SMART)
63. Stepping Stones to Literacy
64. Success For All
65. Text Talk
66. Visualizing and Verbalizing
67. Voyager Passport E, F, & G
68. Voyager Universal Literacy System
69. Waterford Early Reading System
70. Wilson Fluency/ Basic
71. Wilson Reading System

Guidelines to Review Comprehensive (Core) Reading Programs

Florida Center for Reading Research

http://www.fcrr.org/fcrrreports/guides/CCRP.pdf

Scientifically-Based Reading Programs: What are they and how do I know?

http://www.fcrr.org/science/pdf/arndt/AA_Summer_Institute_July_2007.pdf

Analyzing a Core Reading Program

http://oregonliteracypd.uoregon.edu/sites/default/files/topic_documents/20-R2-CriticalComponents.pdf

Center on Instruction Professional Development Module Reviewing a Reading Program

http://www.centeroninstruction.org/reviewing-a-reading-program-professional-development-module

ADDITIONAL RESOURCES

Teaching All Students to Read in Elementary School: A Guide for Principals

http://www.centeroninstruction.org/teaching-all-students-to-read-in-elementary-school-a-guide-for-principals

Comprehensive K-3 Reading Assessment Plan: Guidance for School Leaders

http://www.centeroninstruction.org/a-comprehensive-k-3-reading-assessment-plan-guidance-for-school-leaders

Intensive Reading Interventions for Struggling Readers in Early Elementary School: A Principal's Guide

http://www.centeroninstruction.org/intensive-reading-interventions-for-struggling-readers-in-early-elementary-school-a-principals-guide